DOCUMENT RESUME

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AUTHOR	Scott, Norval C., Jr., Comp.
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IDENTIFIERS	Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title III; ESEA Title I; ESEA Title III; *Zip Pak

ABSTRACT

Zip Paks were created by 16 participants who met in the summer of 1968 to produce a reading booklet to be used especially by migrant children. Zip Paks range from the reading readiness level through the third level. Objectives of the Zip Pak for the reading readiness level are to: (1) establish rapport with the child, (2) make the child comfortable in room/school environment, (3) have a true understanding of the child's self-image in the school sphere, (4) identify strengths and weaknesses in reading readiness skills, and (5) establish one area in which extensive reinforcement and enrichment can culminate in feelings of success and achievement. Behavioral objectives are that the child will: (1) draw more non-home items in a posttest than he draws on a pretest and (2) locate himself closer in space to non-home symbols in a posttest. This student workbook presents the activities to be done by the student. (NQ)

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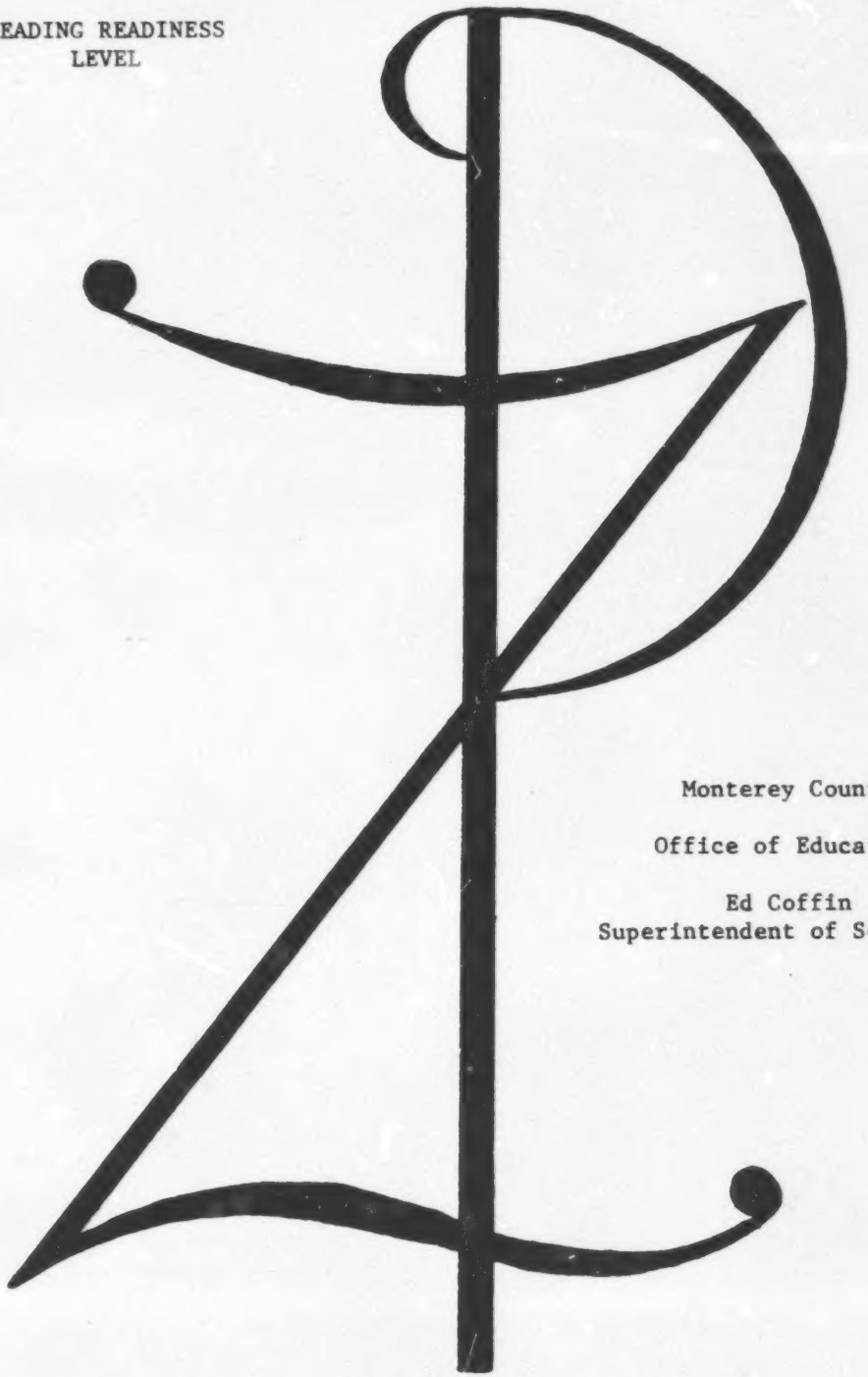
ZIP PAK

for

READING READINESS
LEVEL



Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009031

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

Dr. Norval C. Scott

(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
(the Supplementary Educational Center, serving
Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

1968

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I Can

ACKNOWLEDGMENTS

We are grateful to the sixteen participants of the Zip Pak Workshop for their contribution in creating the curriculum materials. They are: Elizabeth Bassford, Gladys Blaylock, Judy Brookhart, Enrique Gonzalez, Soledad Guzman, Hazeldene Haines, Bob Haney, Foster Hoffman, Marjorie Hueman, Mel Jordan, Marvin Larson, Gerald McGrath, Alberta Medcraft, Robert Moore, Jeanne Schmitt, and Don Smith.

We also wish to thank the summer school principal of Alisal School, Robert Leighton, and his staff for their cooperation and encouragement.

A special word of thanks goes to Ed Coffin, Monterey County Superintendent of Schools, for his interest in this endeavor.

Last, but not least, a thank you to Julie Risdon, the secretary for the project, for her untiring efforts in meeting deadlines.

FOREWORD

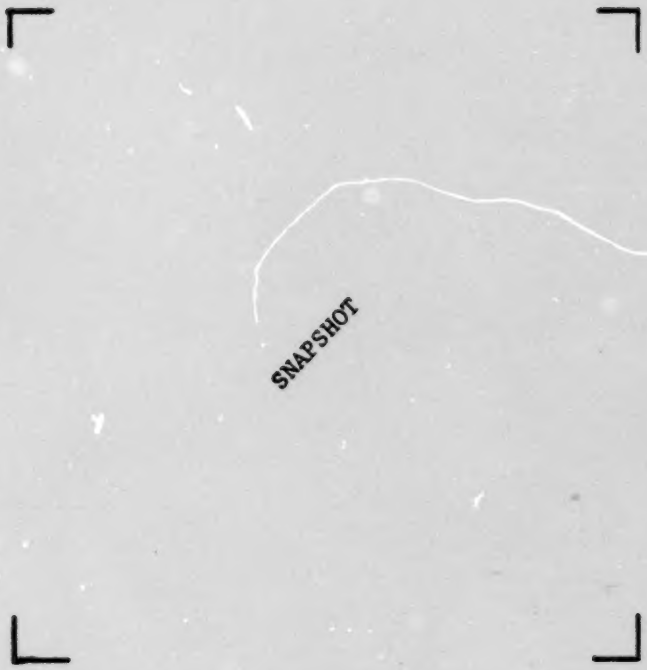
The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
Program Associate
Project EDINN

DRAWING PRE-TEST



(CHILD'S NAME)

can

(NAME)

3

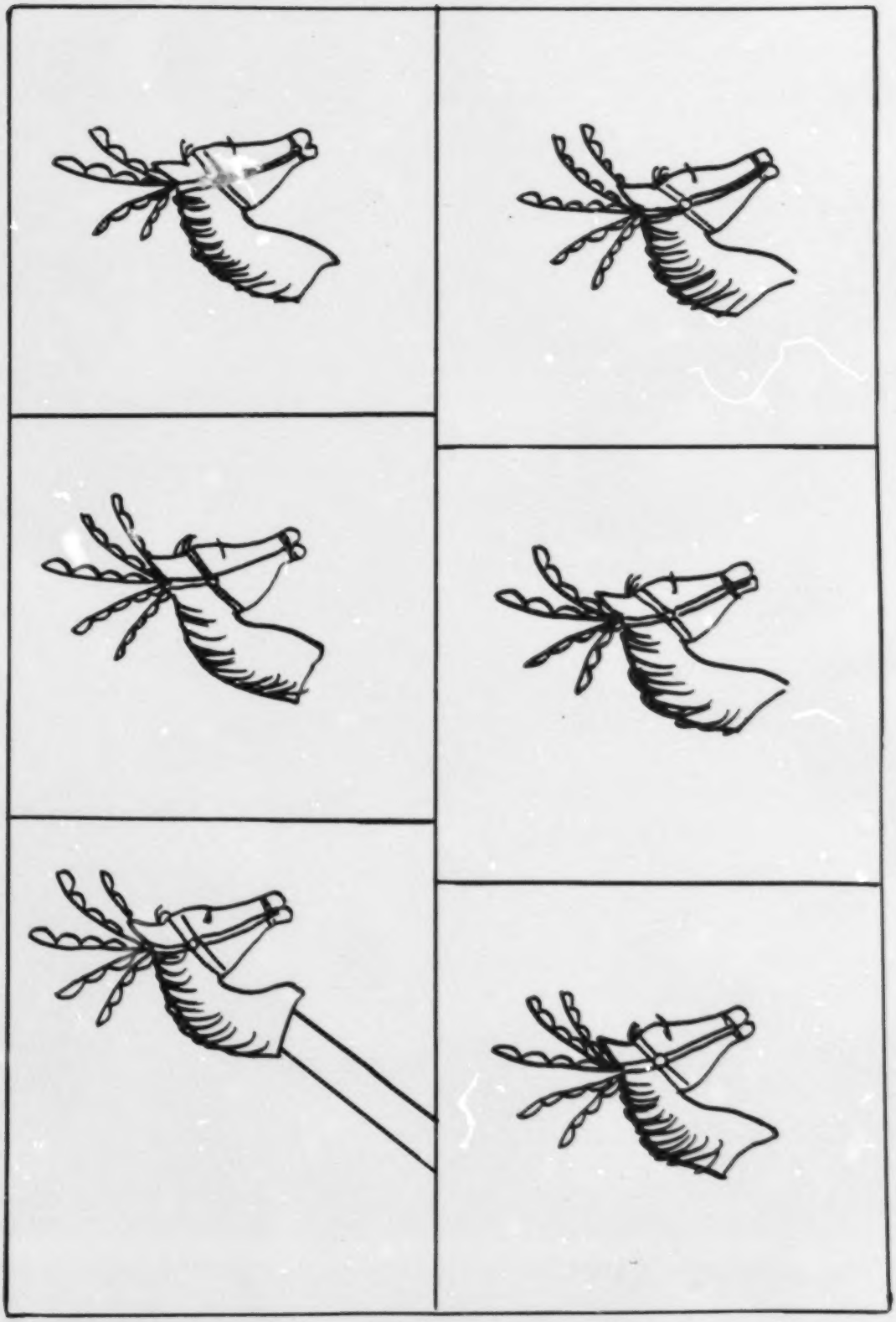
can

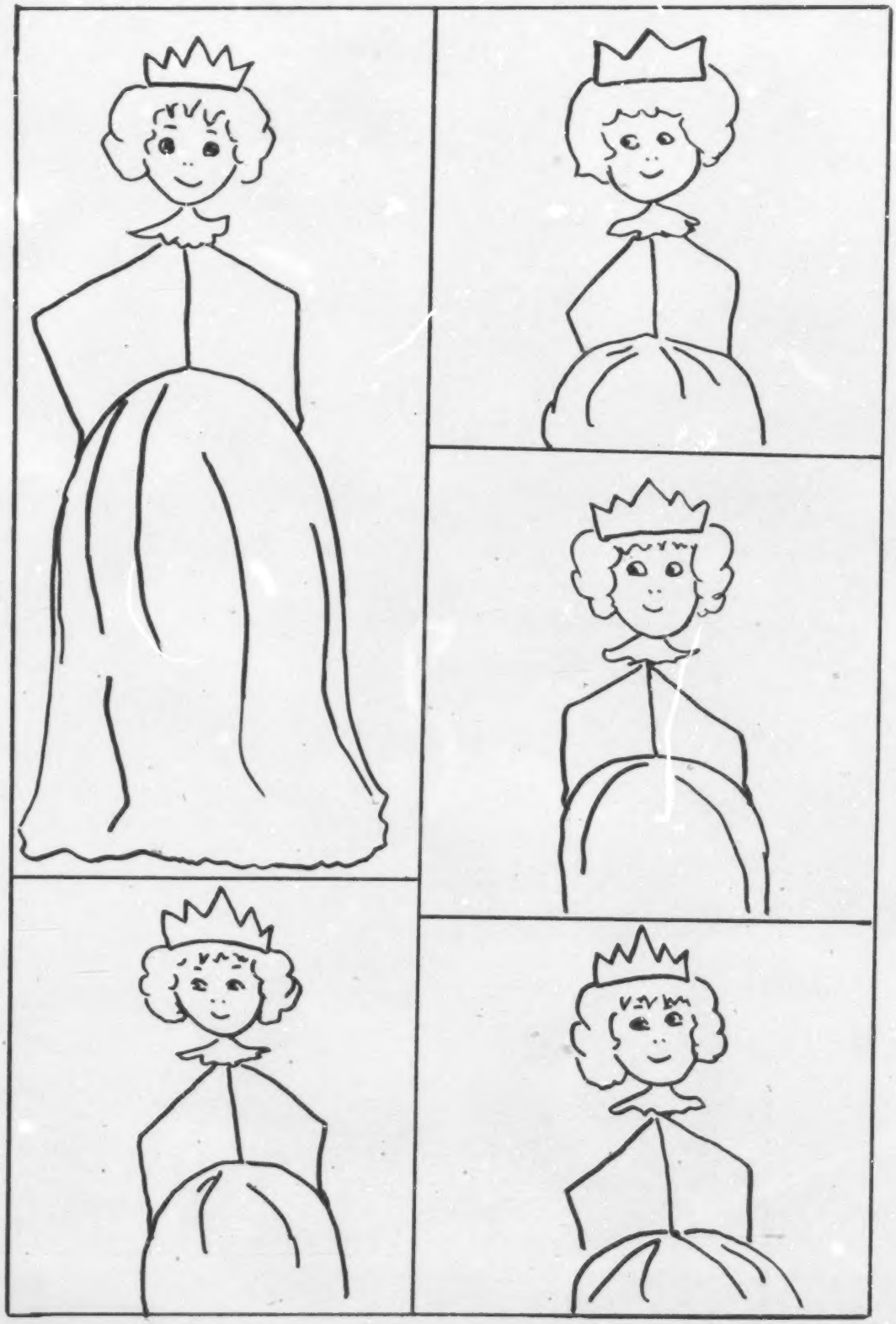
(NAME)

SNAPSHOT
CLASSROOM

RIDE A COCK-HORSE
TO BANBURY CROSS
TO SEE A FINE LADY
UPON A WHITE HORSE.

RINGS ON HER FINGERS
BELLS ON HER TOES
SHE SHALL HAVE MUSIC
WHEREVER SHE GOES.



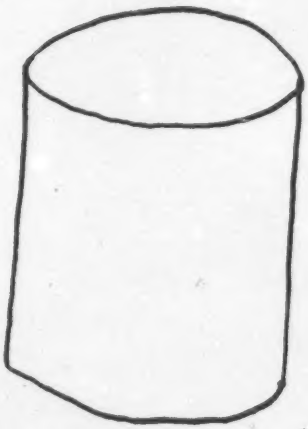


Draw hands, match fingers

FOIL

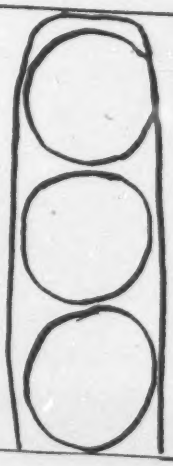
I

see



can

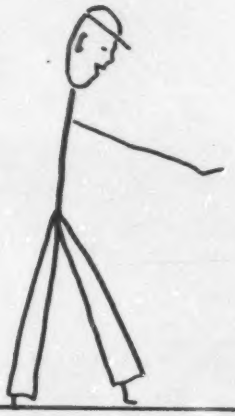
look

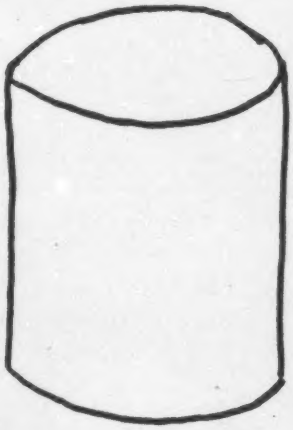


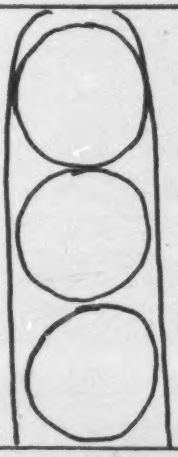
ride

go

FOIL







PASTE REINFORCEMENT HERE (Page 15)

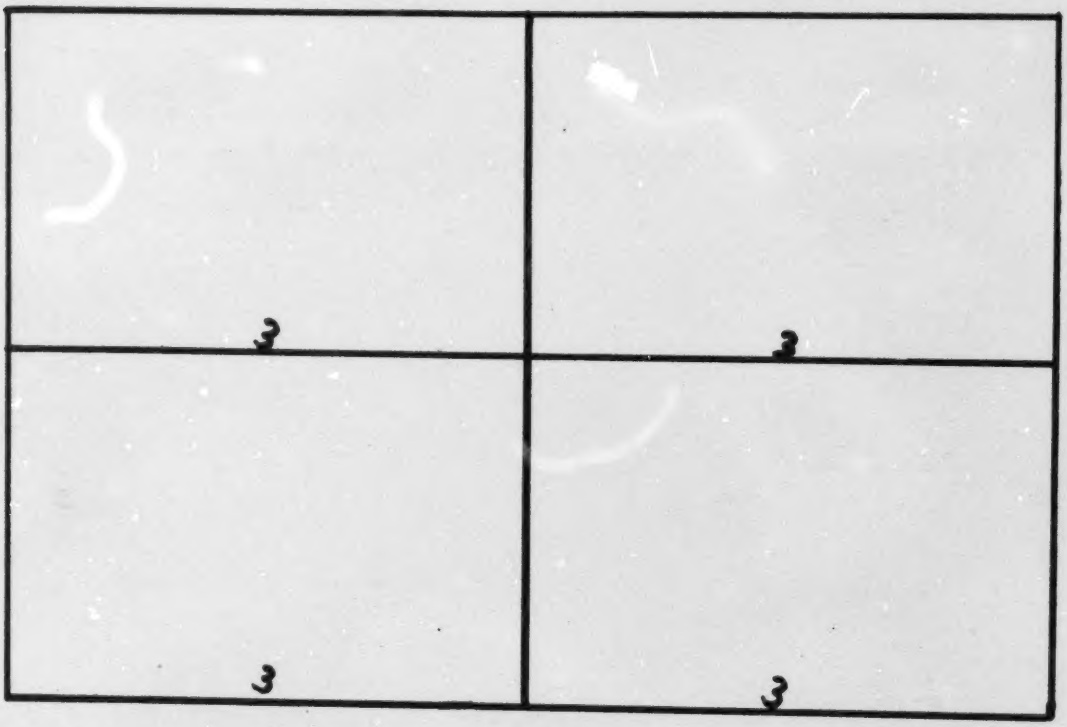
FOR ENVELOPE

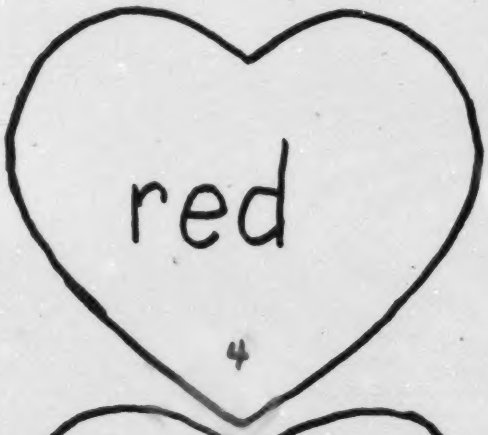
11

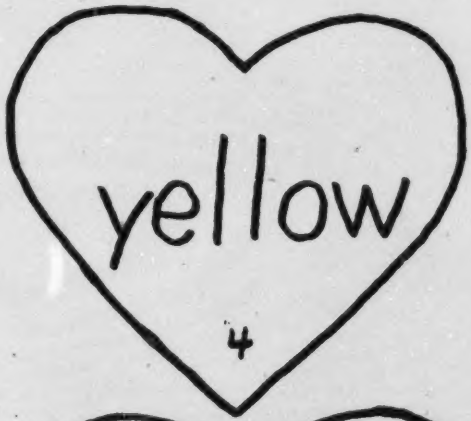
I	teacher	
see	policeman	
can	fireman	
look	bird	
ride	cat	
go	fish	
mother	dog	
father	WORD CARDS TO BE CUT AND PASTED ON LARGE SQUARES.	
nurse		

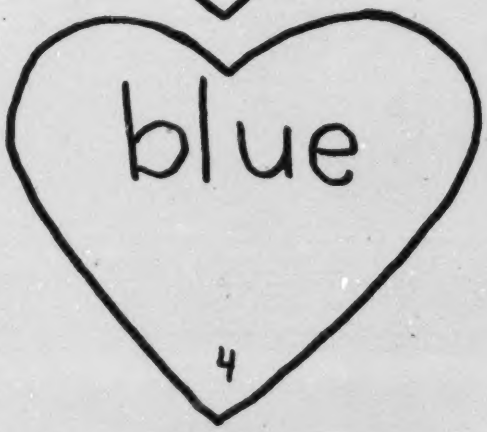
1	1	1
2	2	2
2	2	2

13

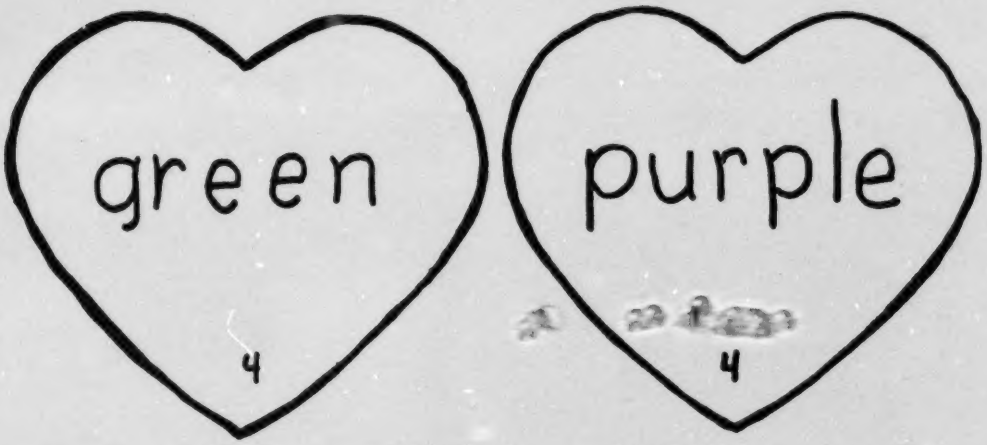




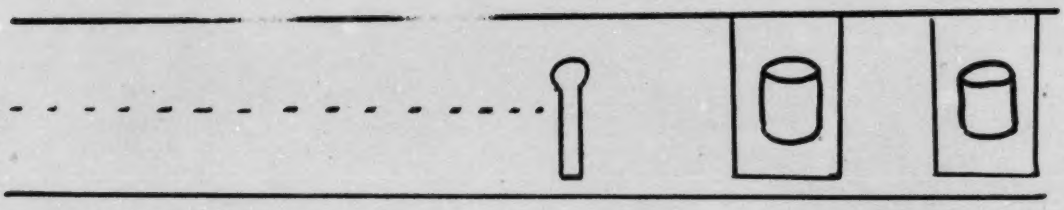




14



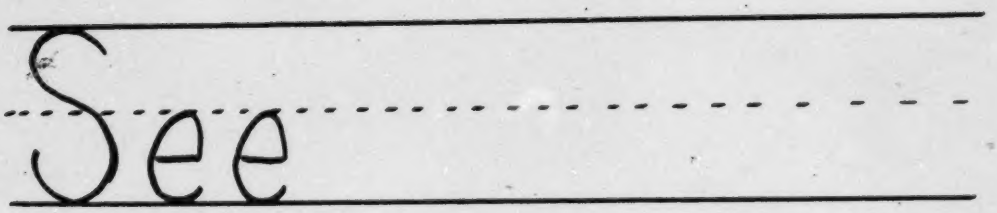
x Make holes to insert pipe cleaner.



(I) (CAN) MATCH PICTURES

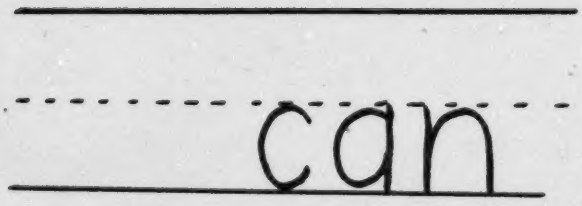
16

SNAPSHOT



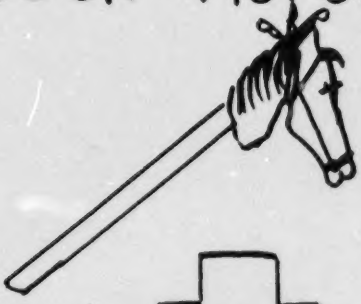
(NAME)

SNAPSHOT



(I)

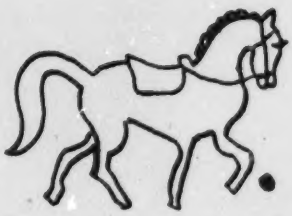
Ride A Cock-horse



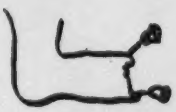
a

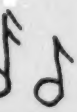
To Banbury

To a

on a white  .

s on her

s on her 

She shall have 

Where ever she goes.

SNAPSHOT

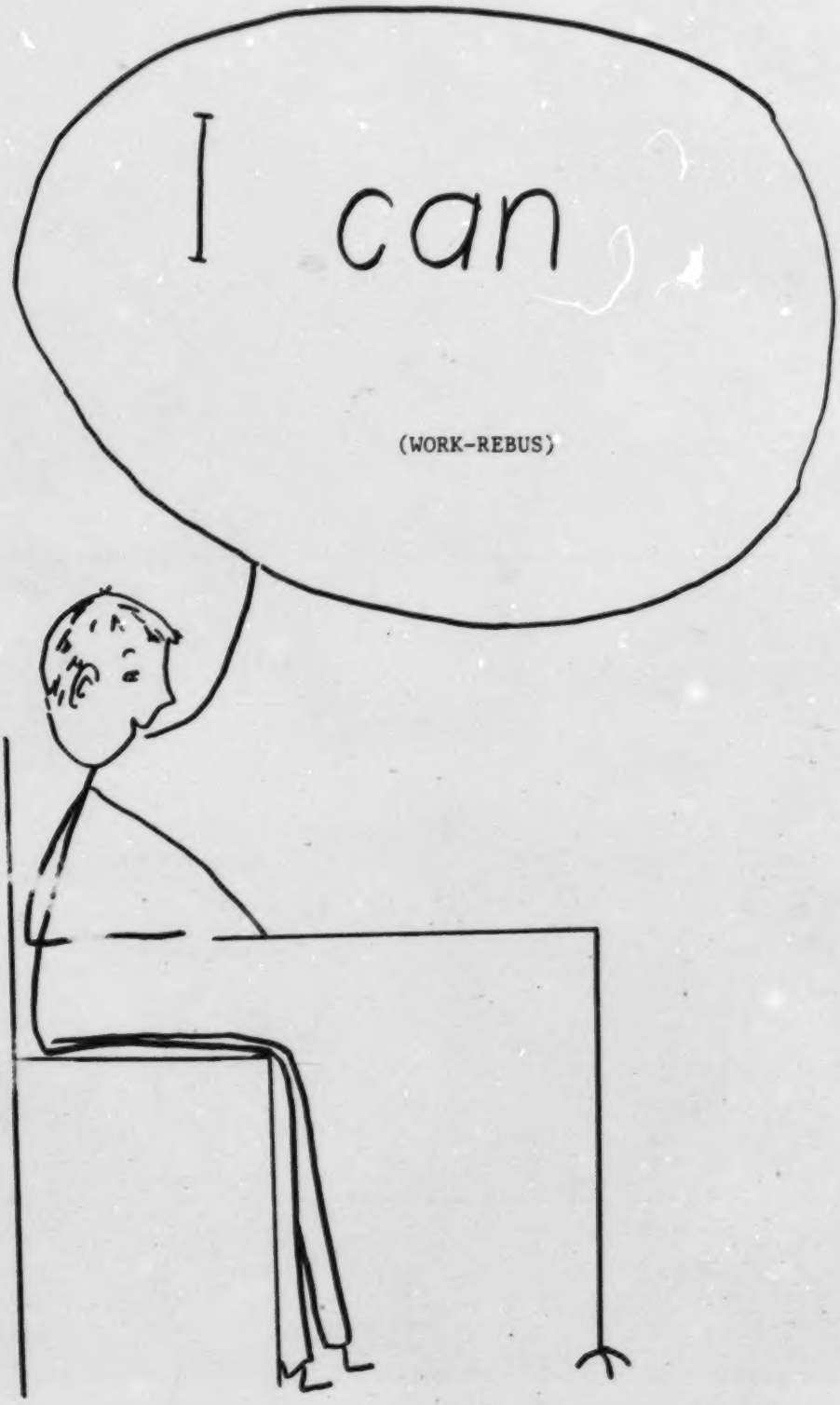
PLAYGROUND

(I) (CAN) (REBUS-PLAY)

SNAPSHOT

CLASSROOM

(I) (CAN) (REBUS-WORK)


I can
(WORK-REBUS)

mother

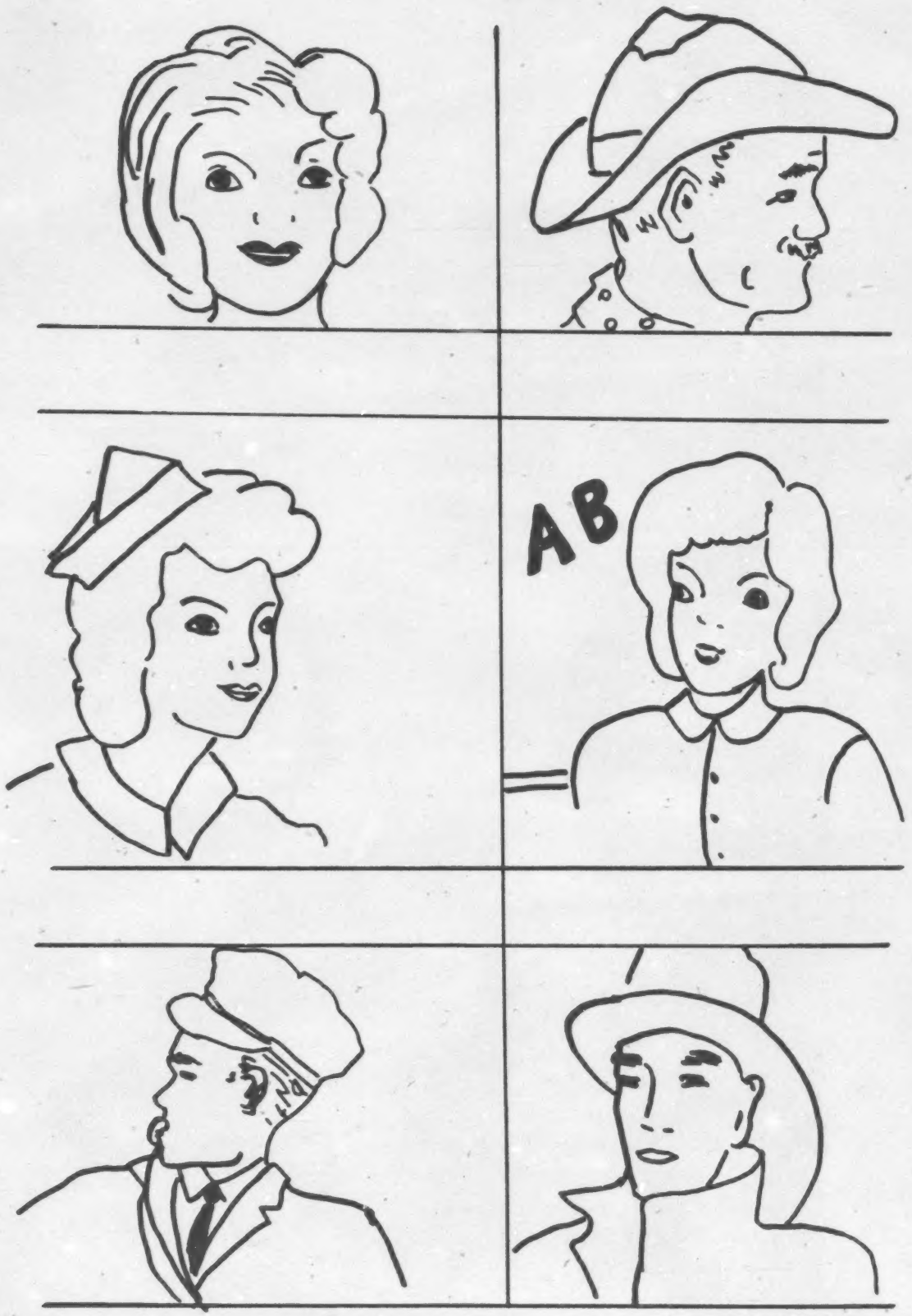
father

nurse

teacher

policeman

fireman



22

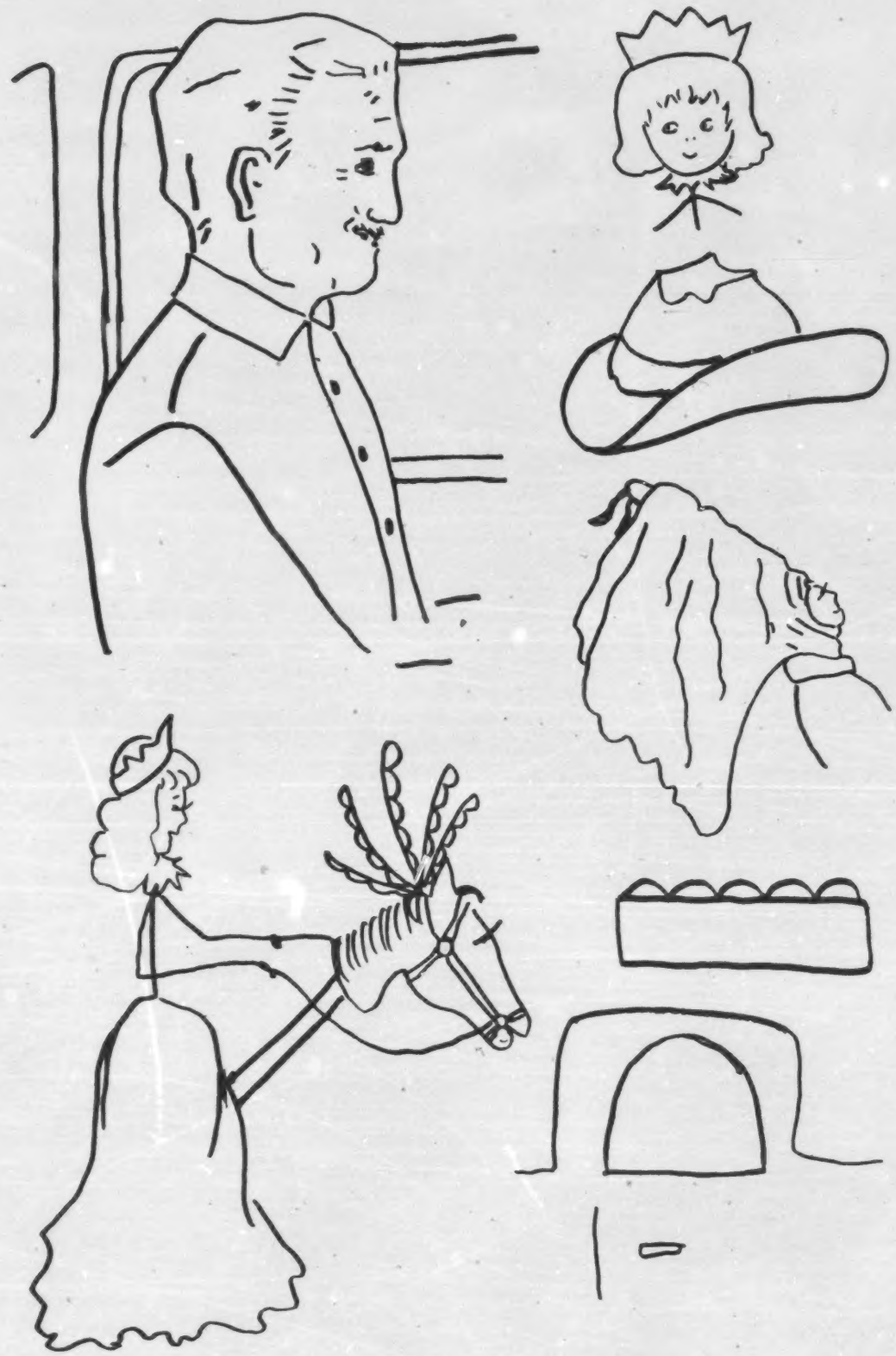
RIDE A BIG TRUCK

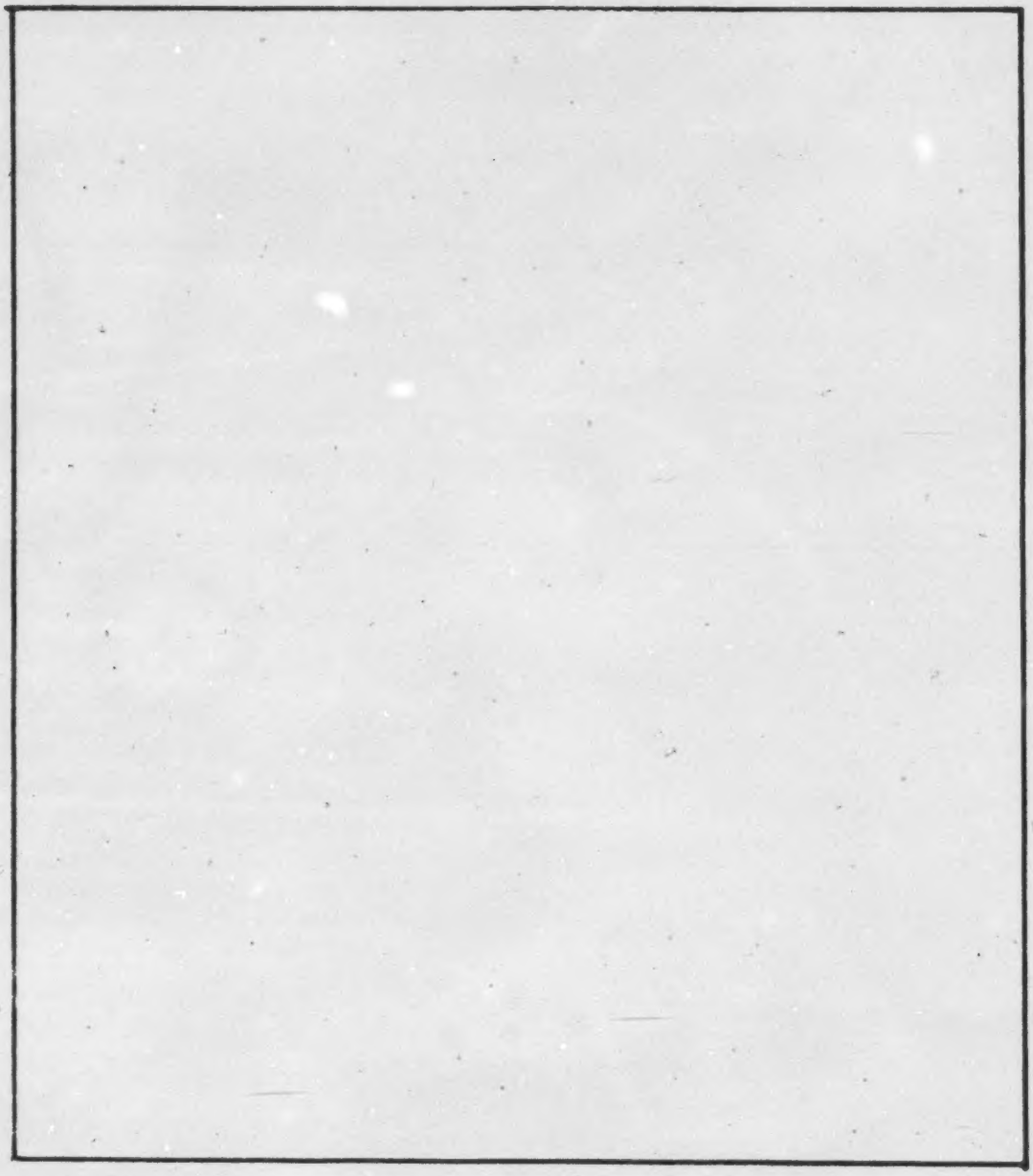
TO WORK IN THE SUN

TO PICK BIG TOMATOES

UNTIL DAY IS DONE.

24



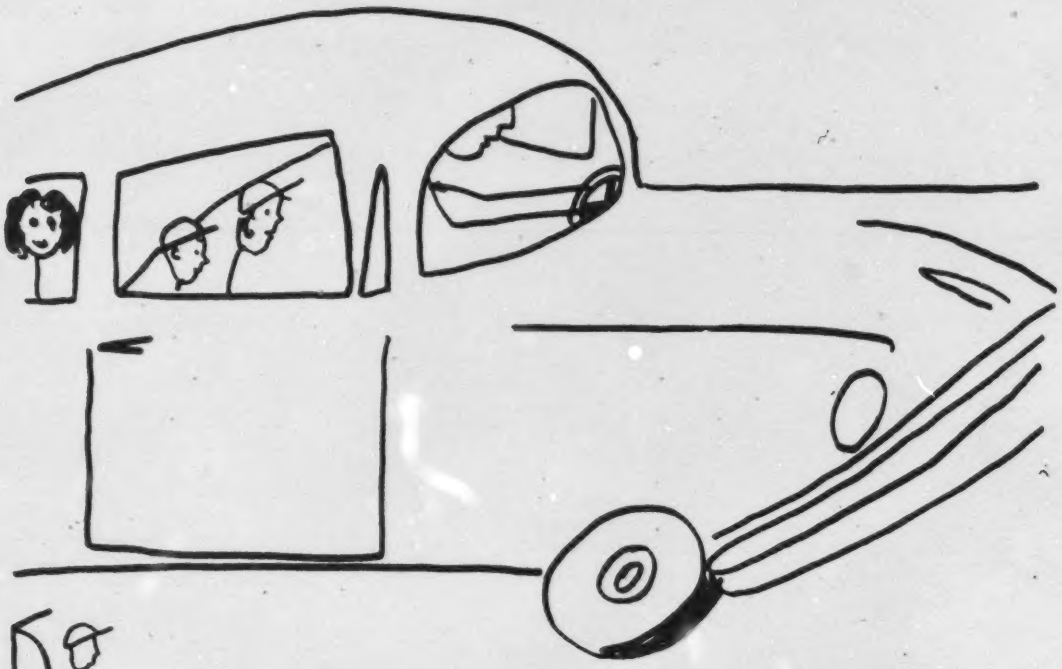


RIDE IN A CAR

TO GO TO THE STORE.

MOTHER NEEDS FOOD,

SHE WILL BUY MORE.



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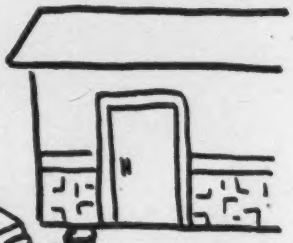
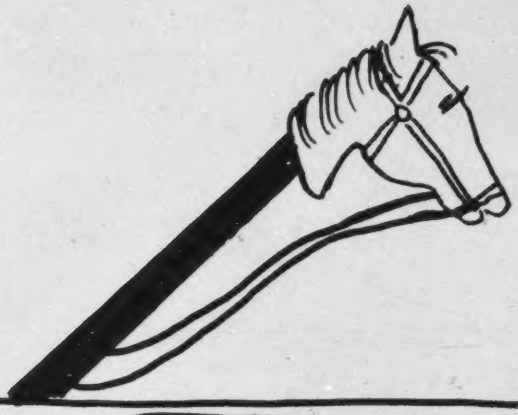
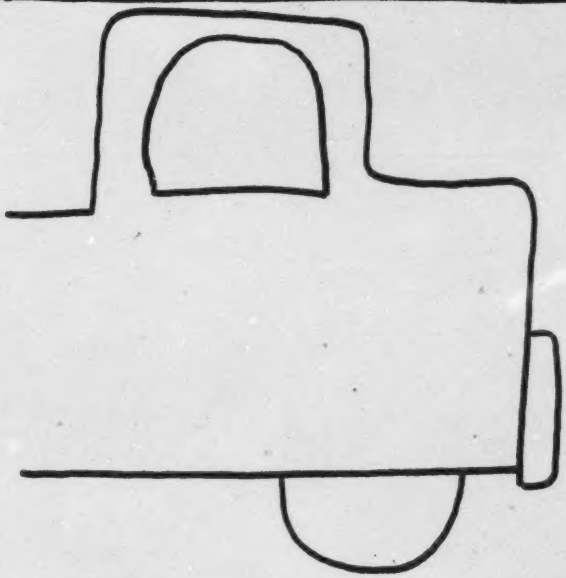
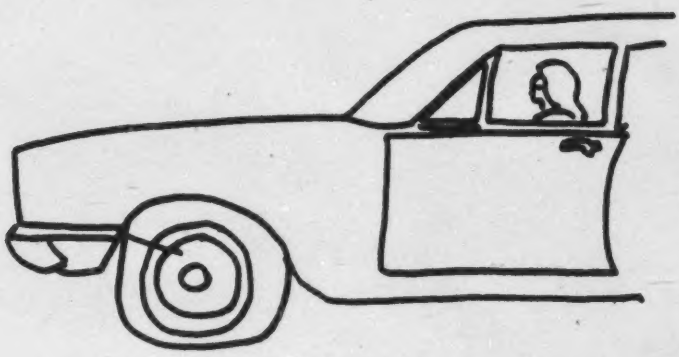
To to a 

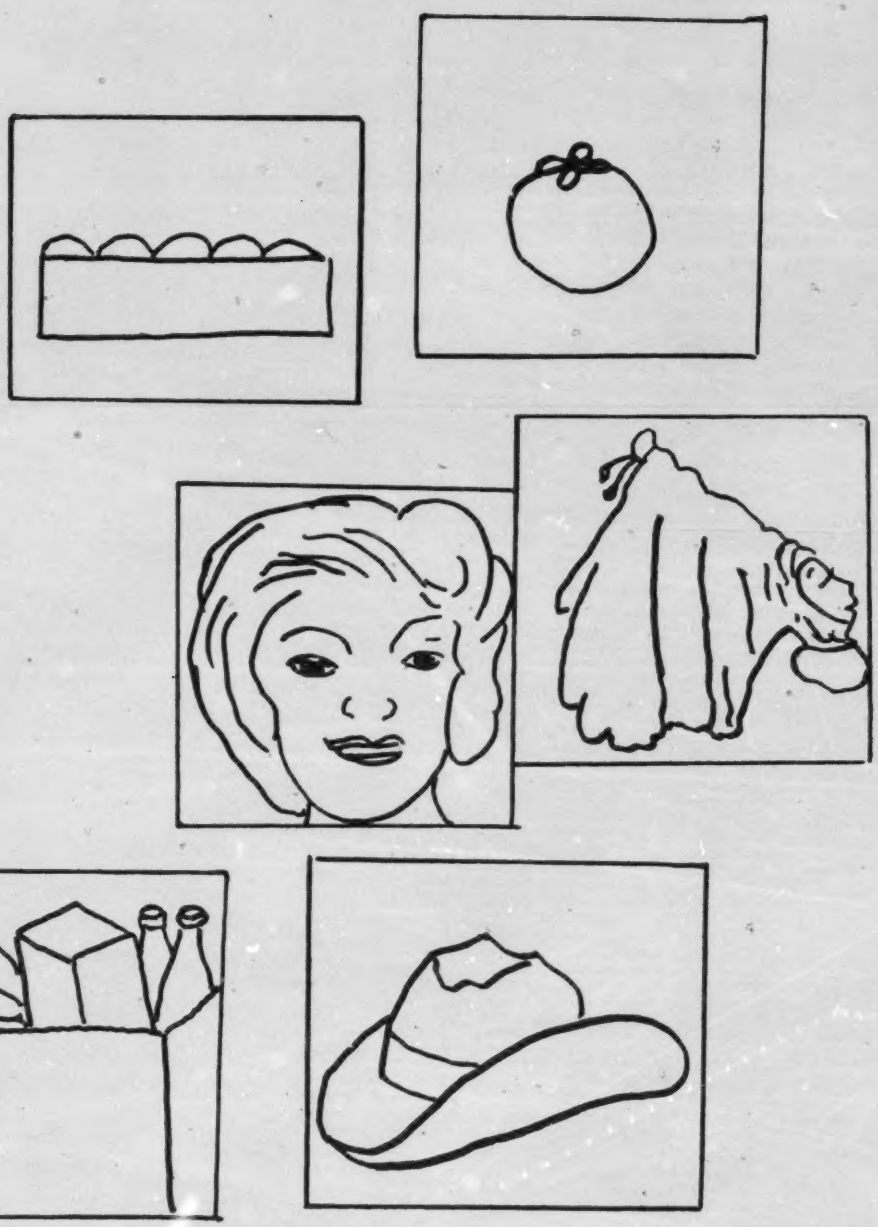
needs

She will buy more.



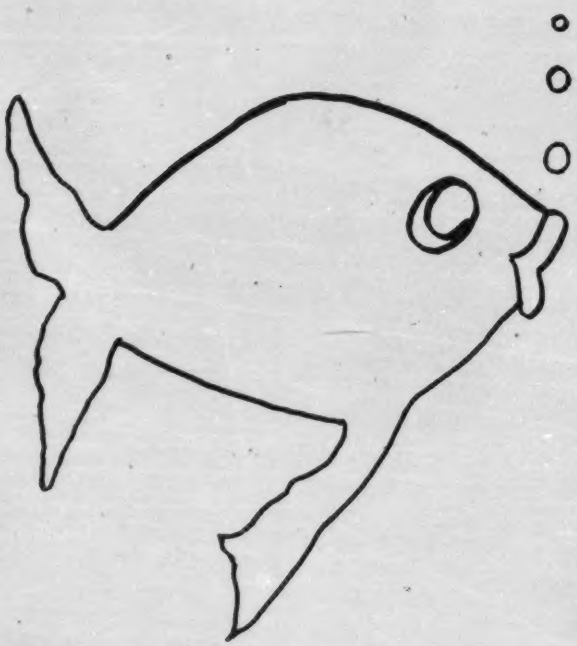




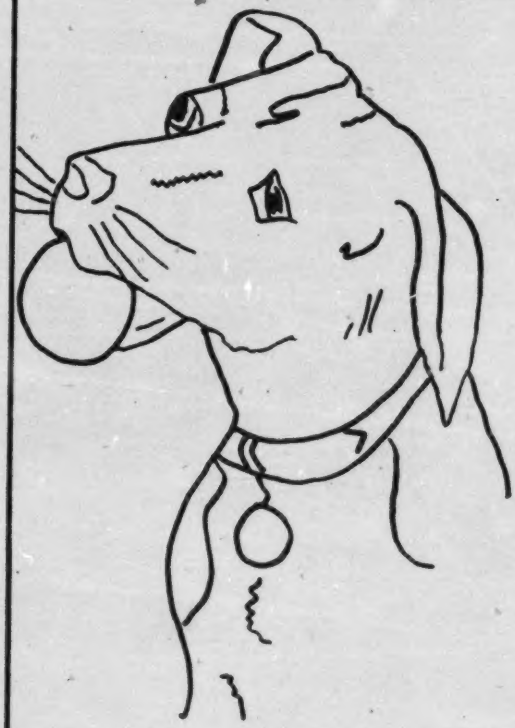


bird

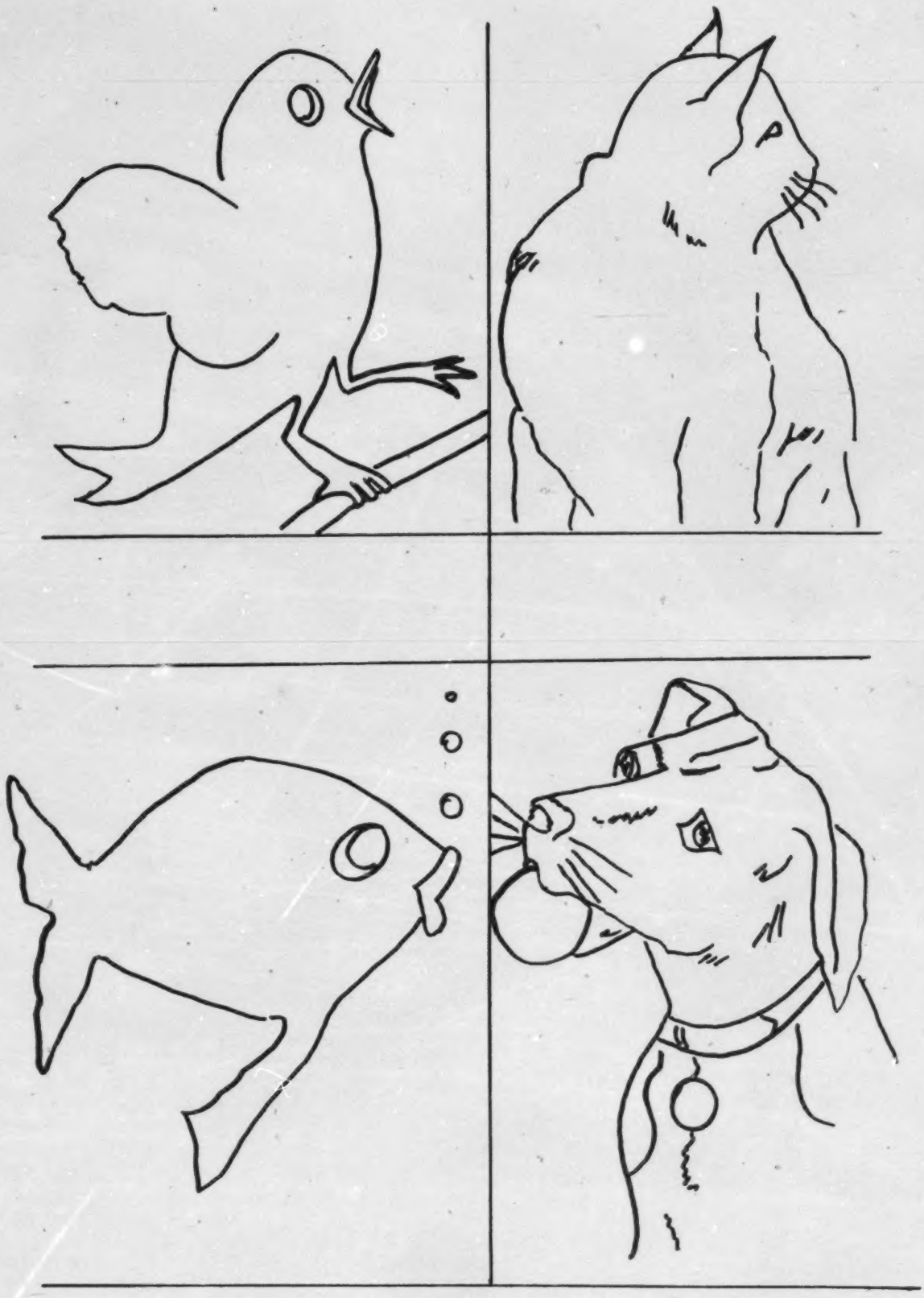
cat



fish



dog



MOUNT

ORIGAMI DOG

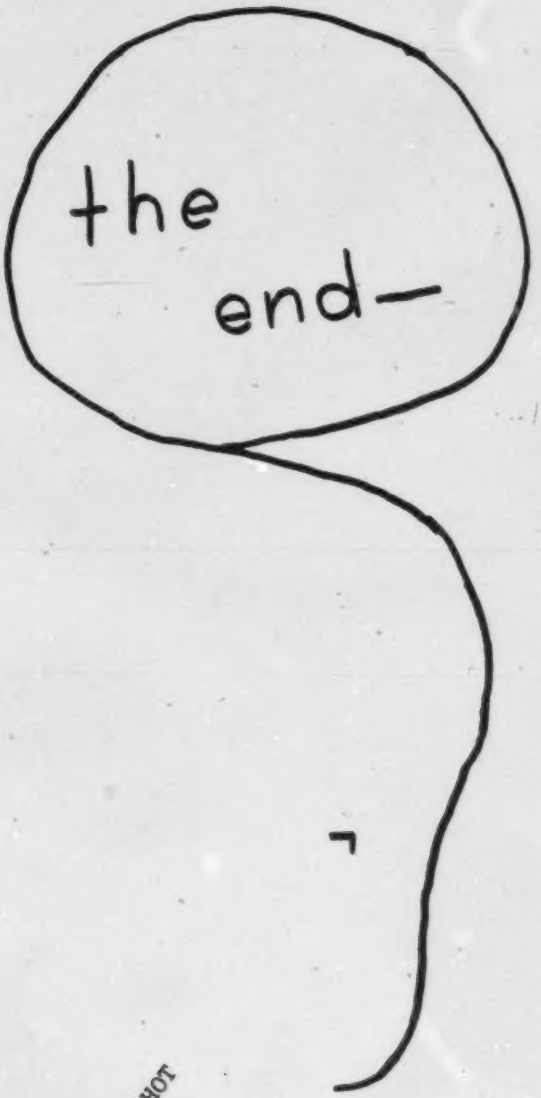
HERE

D O G

POST-TEST

39

34



SNAPSHOT